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ABSTRACT

"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores systemic education reform via an overview of systemic reform, a description of the Kentucky example, and an article, "Roadmap to Restructuring" (David T. Conley). In addition, there are features on "Federal Initiatives to Support Systemic Reform"; "What Goals 2000 Means for You"; "Education Reform Resource Organizations List"; "Education Reform Reading List"; "News from the ERIC System"; and "New Titles in Education." (DGM)

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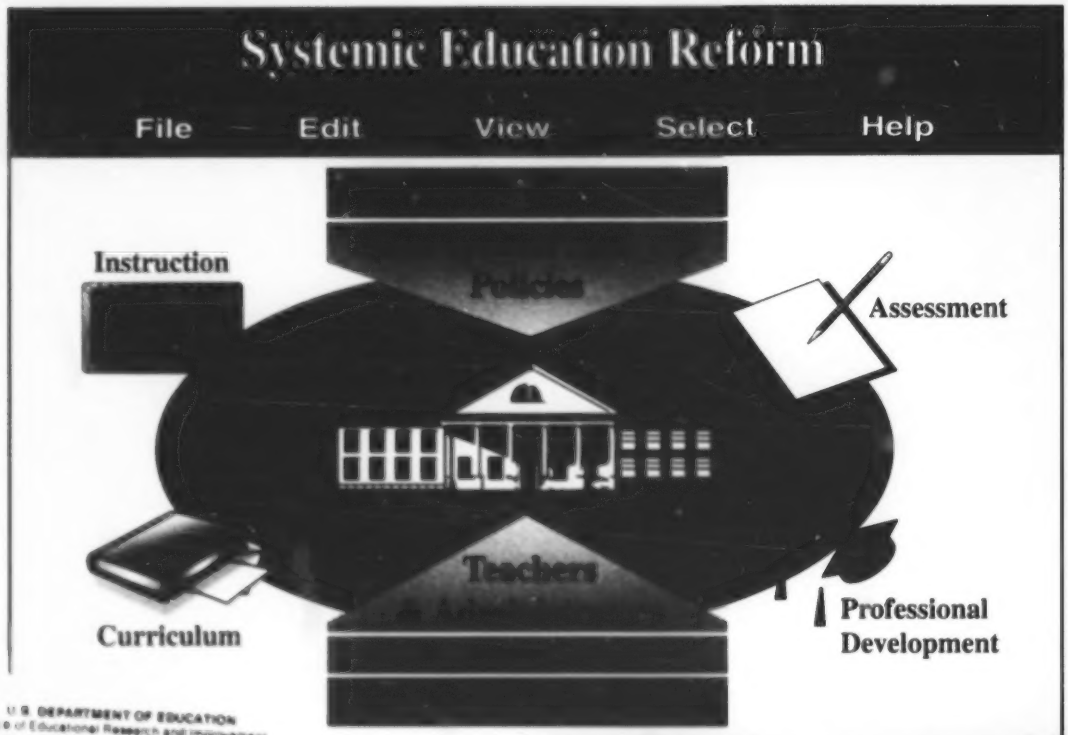

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Articles

Systemic Reform Overview
The Kentucky Example
Roadmap to Restructuring

Features

Resource Organizations

Reading List

Federal Initiatives

ERIC System Developments

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An Important Message to Our Readers

Systemic education reform is a comprehensive effort to improve education simultaneously from the "bottom up" and from the "top down" through coordinated state policies that support change at the local level. Systemic reform is grounded in systems thinking—no one aspect of education should be changed in isolation because the component parts need to be coherent if the system is to improve dramatically.

Systemic reform is based on the assumptions that all students can learn challenging content and that curriculum, assessment, instruction, and professional development must be aligned, or made consistent with each other, to ensure that students achieve high standards. Under systemic reform, school districts and states, with input from teachers, help define curriculum standards, coordinate policy with expected outcomes, and develop accountability measures. States and school districts support local schools in their efforts to change by providing resources, helping them build capacity for improvement, and eliminating bureaucratic constraints so that schools have more flexibility to develop instructional strategies that will help students achieve high standards.

Central to the success of systemic reform is the development of a strong vision and a set of goals that are shared by education professionals and all others concerned about education in America. This vision becomes the organizing principle for taking the necessary steps for reform. To spark creativity and innovation at the school level, leadership must come from teachers, principals, and parents in individual schools, who are working in concert with policymakers at the local, state, and national levels. Neither top-down nor bottom-up reform alone is sufficient; both "ends" must work on what it means for students to learn and achieve at high levels.

This issue of *The ERIC Review* views systemic education reform through the prism of national, state, and local activities to change schools through standards and incentives. Some of the major themes associated with systemic reform are introduced in a question-and-answer format starting on page 2. "Systemic Reform: The Kentucky Example" provides an overview of one state's efforts to coordinate curriculum, governance, and teacher development policies for its schools, using school finance as a starting point for systemic reform. Other short pieces address federal initiatives to further systemic reform, including GOALS 2000 and support for standards developed by professional associations and curriculum frameworks developed by states. To explore education improvement at the local level, an excerpt from *Roadmap to Restructuring* by David T. Conley is included that describes why improving student outcomes, curriculum, instruction, and assessment must be at the core of school-level change. Also included in this issue are reading and resource organization lists to enable interested individuals to further explore education reform.

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THE ERIC Review

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The ERIC Review, published by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. It also contains information on the Educational Resources Information Center (ERIC), its subject-specific clearinghouses, and support components. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

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THE ERIC Review

Systemic Education Reform: Questions and Answers

What's systemic education reform?

Systemic education reform is an ambitious movement to improve education from "top down" and "bottom up" through state policies that support change at the local level. It involves coordinated change in the whole education system, particularly in four areas: standards, curriculum, performance assessment, and teacher development.

Systemic reform calls on states to develop a vision of what schools should be like for all students as well as coherent policies that encourage and support school-level change. According to Marshall S. Smith and Jennifer A. O'Day[1], state activities should focus on developing consensus about learning goals, crafting policies that reflect and reinforce the goals, and providing support to schools in reaching the goals. School-level personnel should develop specific curricula, programs, and instructional strategies to achieve these goals.

How is systemic reform different from what's happened before?

Some people compare piecemeal reform efforts of the past to applying a bandage to schools when what is needed is major surgery. Systemic reform is unique in emphasizing that change in one aspect of education requires coordinated change in all the other aspects. If we agree that all students should master a more challenging curriculum, for example, teachers also must use more effective instructional strategies and have better ways to assess students' problem-solving and thinking skills than traditional pencil-and-paper tests. Preservice and inservice teachers will require additional professional development to respond skillfully to these changes in curriculum, instruction, and assessment.

The scope of change envisioned under systemic reform requires coherent policy and action among all players: individual teachers, administrators, students, parents, and community members; local schools; school districts; school boards; teacher education programs; and state and federal governments. It's not enough to focus on improving individual schools without changing the overarching policy structure. A school-by-school approach alone just isn't likely to result in the substantial change needed in most schools.

How can I tell if my state is involved in systemic reform?

Chances are, it is. As many as 45 states are already involved in a reform movement focusing on ambitious student standards; coordinated curriculum, assessment, and teacher development policies; and support for school-level change. Many states are working in conjunction with districts to develop high-quality curriculum frameworks based on high standards. State leaders are trying to determine how to give all districts access to the most promising curricular materials, learning technologies, professional development opportunities, and information about reform.

With the passage of the GOALS 2000: Educate America Act, states have already begun to apply to the U.S. Department of Education for funding to develop long-range improvement plans. Each state improvement plan will include customized strategies for ensuring that reform is promoted from the bottom up in communities, schools, and local education agencies. State systemic reform strategies will provide flexibility to individual schools and local education agencies to adapt and integrate state content standards; schools and districts may also receive waivers from state rules and regulations that hinder local improvement plans. States that participate in GOALS 2000 will be required to pass at least 60 percent of their first-year funds—and 90 percent in subsequent years—to local education agencies, which will develop or refine their own improvement plans and work with higher education and other organizations to improve teacher training and professional development.

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[1] Smith, Marshall S., and Jennifer A. O'Day (1991). "Systemic School Reform." In Susan H. Fuhrman and Betty Malen, editors, *The Politics of Curriculum and Testing*. Bristol, PA: Falmer Press.

What are examples of promising systemic reform strategies and programs?

California has been developing state curriculum frameworks in mathematics, science, English, and other subjects with help from grassroots educators. California has also developed a new assessment system tied to these curriculum frameworks. Statewide networks such as the Elementary Alliance, the California League of Middle Schools, and the One Hundred High Schools Network provide professional development to members and support school improvement.

South Carolina built grassroots support and involvement in education reform through regional forums, toll-free numbers, speakers bureaus, opinion polling, and ad campaigns. The Center for School Leadership at Winthrop University in South Carolina has formed a restructuring network of more than 100 South Carolina schools that share a commitment to new methods of decision making and instruction. Participating schools receive onsite help as well as electronic access to a network of 8,000 educators.

The Vermont Board of Education recently approved a "Common Core of Learning" that lists "vital results" that all students need to achieve in the areas of communication, reasoning and problem solving, personal development, and social responsibility. Vermont has also pioneered a state assessment system that includes portfolio assessment as a tool to gauge student achievement.

"A New Compact for Learning," adopted by the New York State Regents in 1991, sets statewide goals; promotes local initiative; offers resources, incentives, and assistance to local districts; assesses results; and provides rewards for success and remedies for failures, including help from a group of teachers and supervisors, and statewide dissemination of information on effective education programs and practices.

How does systemic reform affect teachers? principals?

Systemic reform by its very nature leads to far-reaching changes in teaching and learning. Teachers will be challenged as never before to help all students master a content-rich curriculum and develop thinking and problem-solving skills. Teachers are already beginning to use new forms of instruction and assessment and will be called on to grow continuously as professionals through training and professional development activities.

"It's not enough to focus on improving individual schools without changing the overarching policy structure. A school-by-school approach alone just isn't likely to result in the substantial change needed in most schools."

Under systemic reform, the primary job of teachers and principals is to develop a stimulating, supportive, and creative environment to maximize student achievement. Schools need sufficient autonomy to shape their programs to meet local conditions and student needs. That's why schools should select their own staff, inservice strategies, curriculum (within the state guidelines), and instructional strategies.

Many definitions of systemic reform make reference to school-based decision making, which gives those closest to the learning process more input into how learning takes place. In a school-based management structure, the emphasis is on empowering and fostering creativity in others rather than trying to control them; principals and teachers share responsibility for many educational, administrative, and leadership functions. School-based decision making can be an important ingredient in bottom-up reform; however, in and of itself, it is not likely to lead to a meaningful and sustained change in teaching and learning without the policy changes described earlier.

What role do superintendents and school boards play in systemic reform?

Systemic change is sometimes considered a challenge to the autonomy of superintendents and school boards; however, they can have an important role to play in systemic reform. Superintendents can help to promote the educational vision and mission, plan and coordinate activities to provide resources and a supportive environment to individual schools, communicate with stakeholders, resolve conflicts, and improve organizational efficiency. School boards can oversee policy implementation, support changes in curriculum and instructional practices, and evaluate program and student progress.

How can I become more involved in systemic reform?

This issue of *The ERIC Review* introduces the subject of systemic reform. After reading it, consider contacting some of the resource organizations listed on page 18 and researching some of the additional material described in the reading list on page 22. Contact your district or state department of education for information about how your school can contribute to statewide efforts to establish challenging content standards and align curriculum, assessment, and professional development with them. You may be asked to serve on committees and task forces, comment on draft materials, and submit materials and suggestions to groups

working on statewide reform. Input from parents, community members, teachers, and administrators will be necessary to shape statewide reform policies.

Here are a few more suggestions about how teachers, administrators, and parents or community members can support systemic reform.

Teachers can:

- Consider what can be done in the classroom to help every student master challenging content and develop thinking and problem-solving skills.
- Find out about and help shape the curriculum frameworks and standards being developed by the state or professional association.
- Use materials and technology aligned to state standards.
- Learn how to design performance-based assessments and make instructional and assessment methods consistent.
- Collect and use information about students' achievement to improve teaching and learning in the classroom.
- Participate in the school's improvement efforts.

Administrators can:

- Offer input about the policy changes being considered in the state and district to improve teaching and learning.
- Involve teachers, parents, and community members in establishing local priorities for improvement consistent with these policies.
- Examine all school practices, including grouping, to see whether they contribute to success for all students.
- Provide inservice opportunities in curriculum, instruction, technology, and assessment and make hiring decisions based on candidates' ability to engage all students in their subjects and to keep growing professionally.
- Collect and use student achievement data to improve teaching and learning in the school.

Parents or community members can:

- Help craft and implement state, community, and school action plans for school improvement.
- Commit resources to help all students, including those with special needs, meet the education goals.
- Work with children to help them master challenging content and develop thinking and problem-solving skills.
- Help motivate and guide young people to be active, lifelong learners.

"Input from parents, community members, teachers, and administrators will be necessary to shape statewide reform policies."

Change is never easy. As we rethink the structure of the education system, however, we will help schools become better able to meet the needs of our children and communities.

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THE ERIC Review

Systemic Reform: The Kentucky Example

Why Reform?

The Kentucky Education Reform Act (KERA) of 1990 provides lessons on enacting systemic reform for policymakers and educators in other states. The reform began with a consensus among leaders in 66 rural school districts that their districts had been denied equal educational opportunities due to Kentucky's system of financing public schools. The districts together filed a suit that challenged the state's funding formula for placing too much emphasis on local resources, resulting in "inadequacies, inequities, and inequalities throughout the state." The Kentucky Supreme Court eventually ruled the entire state system of education to be unconstitutional.

In June 1989, Kentucky's General Assembly began to restructure the state's system of public schooling. The General Assembly formed a task force on education reform that included prominent legislators and representatives of the governor's office. The task force was further subdivided into curriculum, governance, and finance committees.

Nine months later, KERA was adopted by the General Assembly. The legislation called for massive changes in the curriculum, governance, and financing of Kentucky's schools to instill a new philosophy that all children can learn and that educators can prepare them to function well in society. KERA was also designed to rid the system of political influences and achieve equity in funding among districts.

Provisions of the Kentucky Education Reform Act

The reforms target a full spectrum of educational issues and concerns, addressing adequate and equitable funding, curriculum, professional development, support for at-risk students, and governance. In keeping with the top-down and bottom-up nature of systemic reform, KERA established goals that encompass high levels of achievement for all students, decentralizing decision making, and treating teachers as professionals. It assumes that all students can achieve at high levels, that schools should be accountable for student outcomes, and that there should be no curriculum mandates. Rather, individual schools should decide how students will reach specified outcomes and demonstrate them through practical applications of skills.

Some of KERA's key implications for school curriculum, governance, and financing are outlined below.

Curriculum:

- Performance standards have been established for all students.
- Performance-based assessments have replaced the traditional testing program.
- An accountability system has been established. Schools in which achievement levels improve will receive financial rewards; schools that maintain or decline in performance will be subject to sanctions. (Before schools are sanctioned, however, they will receive assistance from consultants and improvement grants.)
- The state has developed and funded programs to eliminate school failure, including preschool programs for at-risk 4-year-olds and handicapped 3- and 4-year-olds, family resource centers and youth services centers in schools in which 20 percent or more of students are at risk, expanded technology in schools, nongraded primary programs, and extended educational services for students who need extra time to meet the mandated outcomes.
- Teachers attend professional development sessions devoted to provisions of KERA, and districts are required to join consortia to plan professional development activities.

Governance:

- An office of education accountability, attached to the legislature, monitors education reform.
- Almost all schools will become self-governing by adopting school-based decision making. Each school will have a council made up of one administrator, three teachers, and two parents to set policy. The council structure is largely optional until 1996,

when it will become mandatory for all schools in each district. (Until that time, only one school in each district must have a school council, although many more have one already.)

■ Teachers will be certified by an Education Professional Standards Board composed of a majority of classroom teachers, which establishes certification requirements, sets standards for teacher preparation programs, and has the authority to issue and revoke teaching certificates.

■ An alternative certification program is available for prospective teachers skilled in a subject area but without a degree from a teacher education program.

■ Regional service centers have been established to assist with the professional development of school district employees. KERA also requires principals and superintendents to successfully complete a new training and assessment process.

School Financing:

■ A "Support Education Excellence in Kentucky" (SEEK) formula has been established to give each district a guaranteed amount of money per pupil, with extra funds available for educating at-risk and exceptional children and transporting students.

■ Local districts are expected to contribute a fair share by taxing at a specified minimum rate. They also may raise additional local funds, with matching state funds provided in some situations.

■ State funding has been provided for all mandated programs in the areas of curriculum and governance.

KERA Implementation

Now that KERA has been in place for a number of years, educators and legislators are proposing changes. In early 1994, Commissioner of Education Thomas C. Boysen proposed to change Kentucky's school reform law so that schools with declining test scores would not be designated as "schools in crisis," and thus subject to sanctions, until 1996. Another change will involve assessing students as juniors rather than as seniors. To provide continuity in local leadership, members of school-based decision-making councils will have the option of serving 2-year terms rather than 1-year terms. The law now allows school councils to determine how to spend professional development funds.

Appalachia Educational Laboratory (AEL) is studying the ways KERA has been implemented in four rural school districts. In a recent article on school-based decision making, researchers noted that only one of seven school councils studied practiced balanced decision making, in which the principal, three teachers, and two parents participated as equals in discussions and decisions. In three other councils, teachers and principals dominated the decision making, with parents somewhat on the periphery; in the three remaining councils, the principal was the key decision maker and the other council members performed an advisory function.

"Successful implementation of school-based decision making appears to be aided by a supportive principal, recognition of the council's authority by district administrators and school boards, a sense of trust, public knowledge of and access to council meetings, and council training."

Successful implementation of school-based decision making appears to be aided by a supportive principal, recognition of the council's authority by district administrators and school boards, a sense of trust, public knowledge of and access to council meetings, and council training.

As the AEL researchers note:

> SBDM [school-based decision making] is a complex reform that requires radical changes in participants' roles and in their ways of thinking about decision making. It appears to us that SBDM has been implemented most successfully at the four schools where participants recognize that radical change is required and are making an effort to bring about this change. . . .
>
> Even at schools where decision making is shared, including parents as equal partners has often been problematic. If parents are to participate fully in SBDM, educators must learn to share their expertise, and parents must assert their right to the knowledge they need for full participation.
>
> . . . the one factor that seems most critical in overcoming barriers to shared decision making is training for everyone involved. Administrators should not bear sole responsibility for instituting a culture of shared decision making and for knowing everything there is to know about SBDM.
>
> . . . parents, teachers, principals, superintendents, central office administrators, school board members, and others need to understand their roles in changing the decision-making culture. This awareness is not likely to occur through participation in one-shot workshops but must be built through ongoing, collegial education (*Notes from the Field*, December 1993).

Following Up on KERA

While the Kentucky legislature was a critical force behind the enactment and implementation of the state's ambitious reform, private citizens have also played important roles. The Prichard Committee for Academic Excellence, a nonprofit volunteer group that includes former governors, business and community leaders, and parents, monitors and supports KERA implementation. With funding from corporations and foundations, the Prichard Committee performs the following functions:

- keeps the general public informed about KERA through reports, primers, and media work;
- develops community committees that support and monitor local reform efforts and develop local leadership;
- provides parents with training and information; and
- evaluates and reports state progress on KERA.

KERA is not without opposition, but as Susan Fuhrman (1994) notes, Kentucky's success in establishing ambitious education goals and coordinated policies stems from the reform's appeal to broad constituencies, including business interests. Indeed, a group of business and education leaders, known as the Partnership for Kentucky School Reform, has made a 10-year commitment to support reform.

Writing for the National Governors' Association, Jane L. David (1993) notes five challenges facing Kentucky now that KERA implementation is well under way. These include building capacity for change among teachers and administrators; timing and sequencing changes, since all changes cannot be accomplished at once; avoiding the temptation to recreate bureaucratic ways of operating; maintaining broad support; and using feedback to make needed adjustments.

> ***"If the practice of broad reform in Kentucky proves equal to its promise, efforts of similar magnitude in other states may become a certainty."***

The events in Kentucky tell us something about the force of education reform nationally. Restructuring entire state systems—even to the point of disestablishment and reestablishment—is possible. New funding mechanisms, new systems of support for families, a new approach to early childhood education, and new roles for both the state and local education agencies are among the precursors of a system of accountability that might make sense. If the practice of broad reform in Kentucky proves equal to its promise, efforts of similar magnitude in other states may become a certainty.

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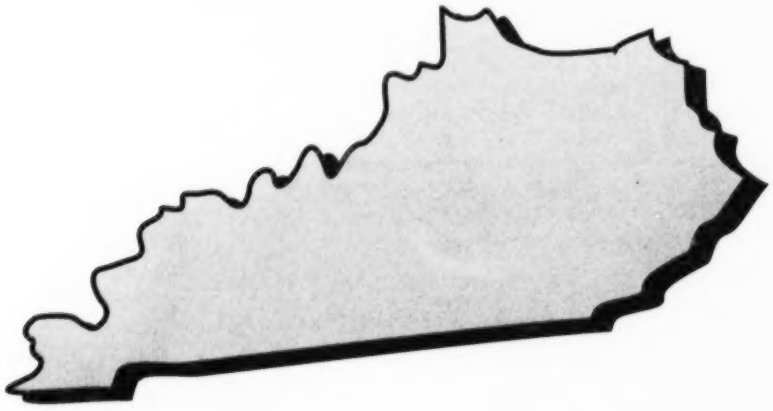

Federal Initiatives To Support Systemic Reform

Unlike some past reforms in which outposts of excellence were established in a few schools, the GOALS 2000: Educate America Act is intended to stimulate and support reform throughout each state's education system. This new wave of education reform is promising because for the first time it brings together the technical knowledge needed for improvement with a systemic education strategy. Through the GOALS 2000 initiative, state leadership teams will be encouraged to:

- Organize a statewide effort to help educators, parents, and citizens understand the need to make dramatic improvements in student learning and to reach the National Education Goals and to elicit their ideas and support to make this happen.
- Create and communicate an action plan for the improved education system.
- Align every element of state policy to support and reward achievement of the action plan.
- Commit resources to assisting local educators, parents, and business and community leaders in moving from outstanding achievement in a few classrooms and schools to outstanding achievement in many more.

GOALS 2000 will offer participating states financial support to develop their own comprehensive, long-term plans to improve all features of schooling. These improvement plans will include content and performance standards and valid assessments aligned with the standards. Over time, funds will be channeled to school districts and schools to develop and pursue their own comprehensive continuous improvement plans. State and local education agencies will be encouraged to involve higher education to improve teacher training and professional development.

The U.S. Department of Education supports standards-based reform through the development of model standards projects that include content and performance standards and new, more effective approaches to assess the extent to which standards are met in core curriculum areas. The professional and scholarly organizations shown in figure 1 are developing model standards with input from educators, administrators, parents, and community members. Most of these standards will be ready by 1995. Mathematics standards, developed independently by the National Council of Teachers of Mathematics, and arts standards are already available.

Model standards in various subjects will provide benchmarks that state and local school districts can use for guidance as they develop their own standards and curricula. State standards or curriculum frameworks will guide the selection of classroom materials and lessons and reflect local needs. Such standards will also establish guidelines for effective teacher preparation, professional development, and certification. OERI has given grants to 23 states to develop standards and curriculum frameworks in various subject areas.

The reauthorization of the Elementary and Secondary Education Act (ESEA) offers additional support for helping schools, particularly those that serve disadvantaged children, reach the National Education Goals. ESEA, also called the Improving America's Schools Act, provides federal resources for upgrading instruction, professional development, and accountability and aligning these elements with high standards. It includes technical assistance and technology support for schools serving many low-income students and promotes compacts between home and school to help each child reach high standards.

ESEA also encourages districts and schools to develop comprehensive, communitywide plans for preventing violence and drug abuse and for coordinating with other community programs and agencies that provide health and social services. More Title I (formerly Chapter 1) funds will be concentrated on school districts where poverty is the highest, rather than spread thinly across larger numbers of schools. Schools

(continued on page 10)

Figure 1. Model Standards Projects

Arts*
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To order *National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts*, request item number 1605. The cost is $15. Developed in coordination with the American Alliance for Theatre and Education, the National Art Education Association, and the National Dance Association.

Civics and Government*
Center for Civic Education
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Calabasas, CA 91302–1467
(818) 591–9321

Foreign Languages*
American Council on the Teaching of Foreign Languages, Inc.
6 Executive Plaza
Yonkers, NY 10701–6801
(914) 963–8830

In collaboration with the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.

Geography*
National Council for Geographic Education
Geography Standards Project
1600 M Street NW
Washington, DC 20036
(202) 775–7832

In coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society.

History*
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University of California at Los Angeles
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Mathematics
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* Denotes projects that have received funding from the U.S. Department of Education's Office of Educational Research and Improvement. The Department also may sponsor model standards projects in economics and English.

The National Education Goals

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- U.S. students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

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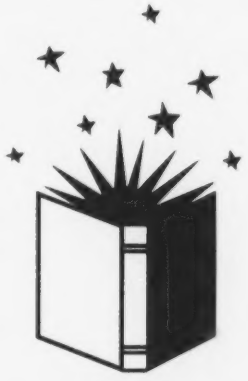
(continued from page 8)

making good progress may be able to receive financial incentives from state Title I funds. In addition, the Secretary of Education will have the authority to waive federal regulations that stand in the way of community reforms aimed at high standards and integrated services. ESEA targets resources to schools and children that have the furthest to go and the most to gain by reaching world-class levels of achievement.

To further support the achievement of every child, the U.S. Department of Education's Office of Special Education and Rehabilitative Services funds research on instruction for children with disabilities as well as regional resource centers that provide consultation, technical assistance, and training to state education agencies as requested.

What GOALS 2000 Means for You



On March 31, 1994, the President signed the GOALS 2000: Educate America Act, which represents a broad consensus on how American education must change if we're to reach the National Education Goals and move every child toward meeting high standards.

High standards serve as the North Star for reform under GOALS 2000. But what is meant by "high standards"? If youngsters are moving toward high standards, they are learning what they'll need to know and be able to do to succeed in today's society. They are engaged in academically challenging activities that may include reading and discussing important ideas from history and literature; using mathematics and scientific knowledge to design complex experiments; learning a second language; navigating the databases on the Internet to solve problems; and developing the habits of writing, communicating, and thinking clearly.

GOALS 2000 offers each state—and over time, each school district and school—"seed money" for developing its own plan to reach the National Education Goals and to help every child reach high standards. Not every school and school district will receive GOALS 2000 funding in the first year. But with or without initial funding, your community may want to use the GOALS 2000 framework for school improvement.

A Framework for Your Plan

Based on years of research and reform, the GOALS 2000 framework can help your schools and community redesign everything—curriculum and assessment, instruction and professional development, parent and community involvement, technology, and management—around clear, high standards. This is no small undertaking; nor will it happen overnight. But it's necessary if the various "pieces" of education are to add up to more than the sum of the parts and if every child is to reach high levels of learning.

Presented below are the 10 GOALS 2000 elements, along with a few questions community members and school staff should consider about each.

Teaching and learning, standards and assessments. What is being done to raise expectations for every child? Are we improving the curriculum, instructional materials, professional development, student assessment, use of technology, and more? Is the state developing high standards in core subjects, and are improvements in teaching and learning directed at helping all children reach these high standards? Are we creating time for teachers to share ideas?

Opportunity-to-learn standards or strategies, program improvement and accountability. Are all our students getting quality instruction? Do all our teachers participate in quality professional development? Are all our schools safe, disciplined, and drug free? How do we help low-performing schools?

Technology. How are our teachers and students using technologies? What's the plan for helping them use technologies more powerfully? Does the plan provide for teacher training and technical assistance? Does it include businesses and other partners in the community? Is it aimed to extend the power of technology to all children? Is the technology plan integral to, and integrated with, a comprehensive plan to move all children toward high academic standards?

Governance, accountability, and management of schools. Does each school have the authority and capacity to make its own decisions about staffing, budgets, and other issues? Does each school have strong leadership? Does each school district have a coherent system for attracting, recruiting, preparing, licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff? Is this system tied to high academic standards? Are students, teachers, and schools provided with incentives to work hard and reach high levels of performance? Are schools encouraged to seek waivers from rules and regulations that stand in the way of excellence?

Parent and community support and involvement. Are steps being taken to help families so that all children enter school ready to learn? Are we improving communication between school and home? Are we creating a "whole community" partnership to improve teaching and learning? Are partners throughout the community—grandparents and senior citizens, employers and volunteer groups, libraries and community colleges, churches, the media, social service and law enforcement agencies, and others—being enlisted?

Making improvements systemwide. Are we encouraging innovation—and regularly making time for planning it—in every school? Are opportunities being provided for all teachers and school staff to learn and continuously improve instruction? Are there vehicles such as newsletters, computer networks, and conferences that enable teachers and principals to share ideas and models?

Promoting grassroots efforts. Does the comprehensive plan respond to the needs and experiences of parents, teachers, students, business leaders, and other community members? Have strategies been developed to get broad input on the comprehensive plan? Are discretionary resources being provided for teachers and schools?

Dropout strategies. What is being done to help all schools become places where learning is meaningful, and where all students feel they belong? Are there outreach activities aimed at students who have left school, and are these students invited to earn their diplomas through a range of education options?

Creating a coordinated education and training system. Does the comprehensive plan include programs to help students make the transition from school to work? Are these programs designed to move participating students toward high academic standards as well as prepare them for careers? Are these programs built around a multiyear sequence of learning at worksites and school learning that is connected and coordinated?

Milestones and timelines. Have milestones and timelines been developed for each element we intend to improve? Does everyone know what those milestones are? Is there a system for reporting on performance in relation to those milestones and for using that information to improve performance?

Getting Started

A plan for changing all these features won't just materialize. It will take a Herculean effort by a group of committed, influential individuals. This is the role of the GOALS 2000 planning panel. Each community may want to include at least the following on its leadership panel: teachers and other school staff; parents, including parents of children with special needs; secondary school students; school administrators; business representatives; early childhood educators; and representatives of community-based organizations. The panel will want to get input on the plan from the beginning to build communitywide and schoolwide commitment to carrying it out. To develop that ownership, each community may want to use neighborhood and community town meetings, speakers bureaus and seminars, public surveys and newspaper inserts, toll-free hotlines, and computer networks.

Transforming a whole school or an entire school district is one of the great challenges we face together in this final decade of the 20th century. To assist your community, the U.S. Department of Education will provide you with the *Community Update* newsletter, satellite town meetings, and publications such as the handbook, *GOALS 2000: An Invitation to Your Community*. The Department is also developing several online services, including a library that is accessible through the Internet. For information and assistance, call the GOALS 2000 Information & Resource Center at 1–800–USA–LEARN.

(This piece was adapted from material available on the U.S. Department of Education's Gopher site on the Internet, gopher.ed.gov.)

For information and assistance, call the GOALS 2000 Information & Resource Center at 1–800–USA–LEARN.

THE ERIC Review

ROADMAP TO RESTRUCTURING

by David T. Conley

As noted throughout this issue, systemic reform involves comprehensive, coherent, and coordinated education change in key areas of teaching and learning. States, with input from educators and citizens, develop content and performance standards for core curriculum areas and provide local schools with flexibility and incentives to improve in these areas. States work from the "top down" by establishing policies and allocating resources; local schools work from the "bottom up" by planning and implementing improvements that are consistent with state policies, yet sensitive to local needs.

The changes in standards, curriculum frameworks and materials, professional development, and assessment advocated by such systemic reform experts as Marshall Smith and Jennifer O'Day are consistent with the central variables of school restructuring described in the following article. We include this excerpt from *Roadmap to Restructuring* to provide teachers, administrators, and community members with general insight into the implications of systemic reform on the local level.

What Is Restructuring?

Restructuring activities change fundamental assumptions, practices, and relationships, both within the organization and between the organization and the outside world, in ways that lead to improved and varied student learning outcomes for essentially all students. The important elements of this definition are the idea that fundamental assumptions must be challenged for change to occur and the emphasis on student learning as the key variable being addressed. *Learning* here refers to student learning outcomes as identified and defined by the state, district, or school site. The conception of learning contained in the terms *improved* and *varied* is different from that held today by many students, teachers, administrators, parents, and policymakers. It implies not just brief memorization of factual material, but the ability to retain, synthesize, and apply conceptually complex information in meaningful ways, particularly as such application demonstrates understanding of challenging content, intricate concepts and systems, sophisticated learning strategies, real-world problems, and natural phenomena. It also draws attention to the needs of *all* students attending school, not just those students who are currently succeeding.

School Restructuring and Systemic Reform

Change has often meant a "project mentality," a steady stream of episodic innovations. These programs have tended to come and go without leaving much of a mark on schools. Fundamental change must involve all the main components of the system simultaneously and must focus on culture along with structure, policy, and regulations. Schools need to avoid *ad hoc* innovations and focus on a thoughtful combination of coordinated, integrated short-, mid-, and long-term strategies.

It is important to be aware of the important role that state government is likely to play in restructuring. While much of the literature on restructuring focuses on the school site and the school district, there is evidence that for restructuring to succeed, there must be consistent education policy that is initiated and coordinated at the state level. Smith and O'Day (1991) argue that "what is needed is neither a solely top-down nor bottom-up approach to reform, but a coherent *systemic* strategy that can combine the energy and professional involvement of the second

(This article was excerpted from *Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling* (1993) by David T. Conley. Eugene, Oregon: ERIC Clearinghouse on Educational Management.)

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wave of reforms with a new and challenging state structure to generalize the reforms to all schools within the state." They envision a more proactive role for the states in the process of restructuring—a role that "can set the conditions for change to take place not just in a small handful of schools or for a few children, but in the great majority" (pp. 234–235).

Smith and O'Day assert that states occupy both the logical and the appropriate position to support school-level change:

> . . . during the past 20 years, most states have gradually amassed greater authority and responsibility over their educational systems as their share of the educational budget has risen, as the economy and productivity of the state have been seen to be more and more dependent on its educational system, and as issues of equity and fairness in the distribution of resources and services among districts became an important part of the nation's agenda.
>
> . . . the states are in a unique position to provide coherent leadership, resources, and support to the reform efforts in the schools. States not only have the constitutional responsibility for education of our youth, but they are the only level of the system that can influence all parts of the K–12 system: the curriculum and curriculum materials, teacher training and licensure, assessment and accountability (pp. 245–246).

In the changing relationship among some states, school districts, and school sites, the state establishes standards and encourages innovation and experimentation. It creates accountability for the achievement of standards but allows schools considerable freedom to decide how best to meet the standards. Enhanced accountability through reporting of school-by-school performance is likely to cause schools to demand greater flexibility so that they can adapt their program to the unique needs of their constituency and achieve greater success.

Central Variables of Restructuring

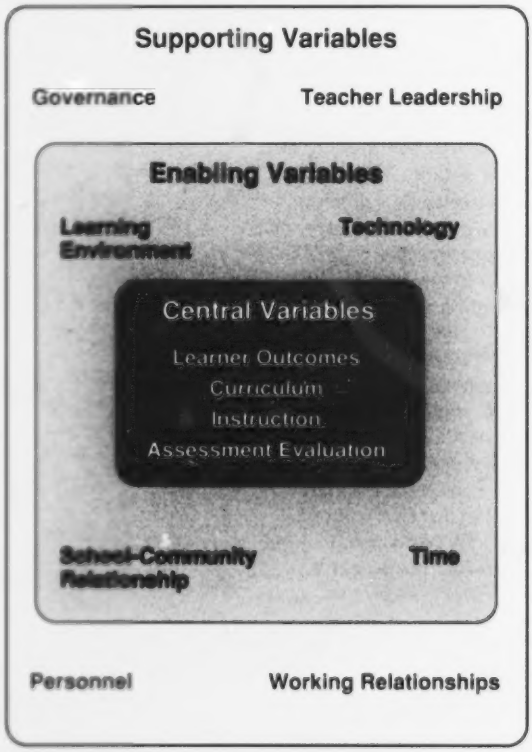
Figure 1 presents a framework designed to make sense of the multitude of activities that schools call restructuring. Learner outcomes, curriculum, instruction, and assessment comprise the central variables of this framework. Changes in these areas are at the heart of teaching, what Elmore (1990) describes as the "core technology" of teaching. These dimensions include everything teachers do that relates to the instructional process: what they teach, how they teach it, and how it is measured and evaluated. These activities are, after all, supposedly the *raison d'etre* of public education.

As might be expected, change at this level is the most difficult to achieve. Examination of early restructuring strategies (Lewis, 1991; David and others, 1990; Lewis, 1989) reveals that they rarely reach these central variables. If it is possible to bring about change in these areas, then it will be possible to say that education really is experiencing fundamental change.

When educators identify *learner outcomes*, they are determining what it is that students should be able to do as a result of the education they receive. Outcomes are statements that delineate behaviors, knowledge, and skills most valued in the learning process. They indicate the goals that students and teachers should pursue and provide a reference point against which student performance can be measured. Outcomes can be stated in terms of the existing curriculum, or they can be phrased in the broader, more integrated terms of attaining higher cognitive levels. Outcomes suggest a new relationship of teacher to learner and learner to learning; it is not enough simply to offer learning experiences if the learner cannot demonstrate the ability to apply the learning at some point in a meaningful way.

Changes in *curriculum* call into question what is worth knowing and how

Figure 1. Dimensions of Restructuring



knowledge should best be organized. Much of the structure and content of the traditional curriculum is being closely reexamined, from the national level to the state and local levels. Many national subject-matter organizations and state departments of education are issuing new curriculum guidelines. Teachers are becoming more involved as curriculum developers. There are substantial changes occurring in the general education and vocational tracks of high schools. Even the traditional core curriculum for the college-bound is being reassessed.

The variable *instruction* includes all the strategies used to engage students in learning and the assumptions educators have regarding the relationship of the child to the learning experience. Instructional strategies are beginning to include the learner to a greater degree. Learners construct meaning from the experiences presented to them; not everyone learns the same thing from the same experience. There is a greater emphasis on developing the ability to think, reason, and solve problems, rather than simply memorizing information. Moreover, the unique needs of at-risk students are being considered to a greater degree as instruction is reconceptualized.

Assessment encompasses the strategies by which teacher and learner determine the results of the learning process. The goal of assessment is to ascertain the student's performance in relation to outcomes and to enable learners to take more control over their learning. The trend is toward holistic, integrated forms of assessment that serve the primary purpose of improving student performance and the secondary purpose (if at all) of passing a judgment on students or ranking them relative to one another. Assessment may be linked to outcomes, so that everyone knows what is expected of students in any given learning setting. By almost any measure, the range of methods and techniques for assessment is increasing tremendously beyond traditional paper-and-pencil tests.

The central values of learner outcomes, curriculum, instruction, and assessment are highly interrelated. Teachers will not be able to restructure curriculum without the existence of standards and quality assessment strategies. Once standards and assessment strategies are identified and agreed upon, the changes that need to be made in the structure of the school and the content and organization of the curriculum and instructional program may become much clearer. To have any realistic opportunity to succeed, teachers will need to operate in a system that challenges them to enable all students to master complex content and to apply their knowledge to real problems and situations as a dimension of mastery.

Enabling Variables of Restructuring

The ability to bring about changes in the central variables often requires, or is aided by, alterations of other practices closely related to instruction. These variables, called the enabling variables, are *learning environment, technology, school-community relations,* and *time*. In many cases it appears that schools are limiting their focus to these enabling variables and hoping that changes here will ultimately lead to changes in the central variables. The assumption seems to be that if these structural dimensions within which learning occurs are altered, it will cause the methods and content of teaching to change as a result. While this may, in fact, occur at times, there is no guarantee that alterations in the structure and organization of the school automatically translate into changed behavior within classrooms by individual teachers.

The *learning environment* encompasses ways in which the relationship between learner and teacher is structured, such as the number of years an elementary teacher remains with a class of students, the grouping of students by ability or otherwise, the use of schools-within-schools, or the extension of learning beyond the four walls of the school. Teachers do not play a passive role in constructing the learning environment. They must make many decisions and take responsibility for creating the structure and content that allow students to engage in learning successfully.

Technology is considered as a separate dimension, since it can be used in any number of ways, some of which support restructured learning, others of which do not. Technology can enable restructuring to occur if it is used in ways that empower learners and enhance the quality and quantity of student learning. Technology is defined broadly to include many different forms of information devices. Some of these devices, such as computers and video equipment, are commonly associated with restructuring, but others, such as the telephone, are often overlooked.

School-community relations includes the role parents have as partners in the educational process, as well as the ways the broader community generally and the business community specifically can be involved in the education of young people. This dimension also encompasses the newly emerging collaborative relationships between schools and social service agencies.

The dimension *time* refers to altering the school schedule in some way, either in terms of the way time is allocated within the school day or in terms of the length of the school day or year. A variety of options and models have been proposed.

A great deal of energy is being devoted to programs focused on these variables. Programs in these dimensions can have the appearance of being significant changes without engendering the political opposition that changes in the central variables tend to arouse. In secondary schools in particular, changing the scheduling of time is especially popular, but it is not necessarily accompanied by the changes in classroom teaching that must occur for any new schedule to affect student learning. Elementary schools may favor the introduction of a computer lab to demonstrate that they are keeping up with the times. Closer examination may reveal that the lab is staffed by an aide and that teachers drop off their classes at the lab; because the technology has not penetrated the classroom, it has not had an impact on the central variables.

Supporting Variables of Restructuring

Supporting variables address organizational conditions of teaching and

schooling. These variables are the furthest removed from classroom life in their immediate impact and are, paradoxically, being touted by some reformers as the prerequisites to any change in classroom behaviors. These variables include *governance*, *teacher leadership*, *personnel structures*, and *working relationships*.

All initiatives to decentralize decision making in schools fall under the category of *governance*, including site-based management, participatory management, school-based decision making, or any variations on this theme. Issues of choice in education are also included in this category, including choice within a school, choice among schools in a district, and choice between public and nonpublic education options.

Teachers want to be involved in decisions that they perceive as contributing to their ability to do their jobs more effectively. When teachers can be made to feel more in control of the conditions of their work environment, their sense of personal efficacy is enhanced (Fuller and others, 1982; Lanier and Sedlak, 1989; Rosenholtz, 1989). For most teachers, this sense of personal efficacy is a critically important contributor to the decisions they make and the behaviors they demonstrate. If teachers do not feel they can educate students successfully, they act one way; if they feel they can influence the conditions affecting success, they act another way.

The evolving sense of teacher professionalism has led to a proliferation of new programs of *teacher leadership*. Some of the new roles being created are familiar, such as the role of mentor teacher; others, such as site team leader or teacher researcher, are less familiar. Many schools are experimenting with roles for teachers such as teacher-as-reflective-practitioner, in-building staff developer, lead teacher, or team leader.

The way *personnel* are employed to staff schools is another dimension along which restructuring may occur. The current personnel structure has two categories: professional or certificated staff, such as administrators and teachers; and classified staff, such as instructional assistants, secretaries, custodians, and food service workers. Given a future that seems to indicate no major increases in funding for public education, it seems likely that public schools will need to consider reallocating existing resources as part of any attempt to restructure.

The dimension *working relationships* refers primarily to working relationships among teachers, administrators, and boards of education. True education improvement is much more difficult—some would say impossible—if teachers do not participate in and take ownership of its goals and processes. Teachers must be involved, their opinions respected, their power acknowledged. Changes in contracts can support change in classrooms and schools, but rarely cause it.

Education, like many other aspects of postindustrial society, has become too complex to be conducted successfully by isolated specialists. The future lies down the road of mutual interdependence, of teamwork among adults and children, of human capital development, of enhanced interpersonal skills, of inclusive leadership approaches and styles, and of organizations that resemble living organisms more than inert structures.

Getting Started

A fundamental question to be asked before restructuring activities begin is whether the school is ready to attempt such a challenging, arduous process. Many times a highly motivated leader or group of leaders within a school has pushed strongly for the school to restructure, in spite of the wishes of most staff and community members. The backlash in these cases can be so strong that it delays serious self-examination of a school's assumptions and practices for several years or more. Such a backlash can even eliminate the word and concept "restructuring" from the school's collective vocabulary. Discussing the prerequisites to restructuring allows the faculty and community to explore the implications and to establish the ground rules before beginning the process itself.

The following statements are derived from research on the restructuring process specifically, and on change in organizations generally. They are designed to be presented to a faculty as a whole for consideration and adoption before any comprehensive program for school restructuring is initiated.

1. We commit to using data to make decisions.

2. We commit to creating and sustaining a culture of continued self-examination, extensive and continual professional development, and experimentation.

3. We commit to identifying deficiencies in the learning environment and accepting the challenge to help *all* learners succeed.

4. We commit to viewing children as human beings first, students second.

5. We commit to learning and employing a broad range of instructional methods and formats.

6. We commit to discarding what doesn't work or is no longer relevant.

7. We commit to viewing parents and community members as equal partners in the education of children.

8. We commit to creating opportunities for broad-based staff involvement in decision making clearly focused on change.

9. We commit to establishing a shared vision of education within the school.

10. We commit to helping adults who are threatened or challenged by changes occurring in the school. In return, all adults in the school agree to be supportive or constructively critical; no obstructionists are allowed once decisions have been made openly.

Figure 2 provides examples of questions schools might ask, dimensions they should consider, and principles they might discuss as they begin to think about their vision of restructuring. It suggests areas where data might be collected regarding current practice, or where research on best available practice might be focused. Schools undertaking restructuring must be willing to create a sense of urgency for change, both among faculty and community.

Figure 2: Key Questions To Frame Restructuring Efforts

Outcomes

- Are learner outcomes specified? Do they form the basis for assessment?
- Are outcomes consistent with the vision and goals of the school?
- Were outcomes developed with broad community involvement and with reference to the skills students need to succeed in the future?
- Are the outcomes a combination of intellectual processes, skills, and content knowledge that provide a clear framework within which assessment can occur?
- Are outcomes cumulative throughout a child's education—kindergarten through graduation? Are there benchmarks that suggest the acceptable range of performance at various ages?

Curriculum

- Is the content of all courses accurate and up to date?
- Does the curriculum prepare learners for the future or the past?
- Are facts and concepts balanced so that students integrate and apply information?
- Is the required course of study consistent with the school's vision?
- Do students have a role in determining what they learn?
- Do different social/ethnic/economic groups learn substantially different content?

Instruction

- Are students active participants in classroom activities and in choosing how they learn?
- Are individualized learner goals developed?
- Is factual information used as a tool to enhance concept development, rather than as an end in itself?
- Is information integrated across disciplines using systems concepts?
- Do real-world problems serve as a focus for instruction?
- Is instruction designed so that all students can succeed?
- Do members of different social/ethnic/economic groups work together cooperatively to solve problems and apply knowledge?

Assessment

- Is assessment an integral part of learning?
- Is assessment holistic and integrative?
- Does assessment include public demonstration?
- Are students involved in setting personal assessment goals and selecting assessment activities?
- Does assessment provide formative as well as summative data?
- Does assessment involve the application of information to solve real-world problems?
- Are a wide variety of assessment strategies employed?

Learning Environment

- Is the learner being placed at the center of the learning environment?
- Is the learning environment perceived as extending beyond the classroom? the school? the community?
- Are conceptions of grouping and organization being examined to determine their purpose and worth?
- Are personal relationships being stressed in the organization of the learning environment?
- Are curriculum, instruction, and assessment changes consistent with the learning environment?

The development of a vision helps people to understand why change is occurring and toward what ends. Community members should be involved in the process of vision building, and the vision should be communicated regularly to parents at meetings, through publications, and in face-to-face interchanges.

Teachers, administrators, and community members may look for models by visiting other schools and by investigating some representative visions of restructuring (see Education Reform Resource Organizations and Reading Lists starting on pages 18 and 22).

Restructured schools are likely to demand teachers with high skill levels, positive attitudes toward change, and the ability to work collaboratively.

Candidates hired for vacant positions should match the philosophy of the school in which they are to work, understand and believe in the vision, be committed to demonstrating both personal growth and flexibility, and understand that they may be asked to adapt their skills and roles frequently throughout their teaching career.

Almost no program of restructuring allots adequate amounts of time to the examination of deeply held, unquestioned beliefs; to the painstaking development of new teaching skills and materials; or to the creation of new networks and interaction patterns. Some districts and schools have attempted to create additional time through a variety of strategies, including:

- lengthening the school day by 5 to 10 minutes on 4 days to allow for early release of students on 1 day, which will give teachers an additional 20 to 40 minutes to plan;
- starting school later in the day;
- establishing block scheduling;
- using summer vacation; and
- providing classroom release time for teachers involved in restructuring.

Ultimately restructuring comes down to the behaviors of individual teachers and principals in particular education settings. The success of restructuring depends on their willingness, along with the willingness of administrators, boards of education, state education

Technology

- Is technology used both to transmit factual information in a structured manner and to empower learners to take control of their learning?
- Are teachers mastering technology?
- Is technology viewed broadly to include applications in addition to computers?
- Are there provisions for software and training when hardware is purchased?
- Are curriculum and instructional design changed in tandem with technology acquisitions?

School-Community Relations

- Are parents being included as partners in the establishment of goals for the learner?
- Are parents provided with enough information to participate as partners?
- Are the needs of parents considered in the organization of the school and in the expectations held for parents?
- Is the broader community invited to participate in specific ways?
- Is the community involved in and informed about changes in the school?

Time

- Is time being adapted to learning needs rather than vice versa?
- Is time structured to respond to needs and realities of students' and parents' lives?
- Are staff and curriculum development preceding and accompanying changes in time?
- Are the boundaries of time being reconceptualized?

Governance

- Is decision making participatory?
- Are decisions made in relation to a vision?
- Are existing decision-making structures modified and new structures added as necessary?
- Are changes in governance viewed as means to ends, not as ends in themselves?

Teacher Leadership

- Are new opportunities for teacher leadership being developed?
- Is training in leadership and group process provided when teachers need it?
- Are leadership opportunities offered to a wide range of teachers?

Personnel

- Is there an emphasis on excellence in the teaching staff, with no acceptance of mediocrity or tolerance of incompetence?
- Do the teachers want to be where they are? Are they excited about teaching and do they truly care about young people?
- Are people other than certified teachers becoming involved in teaching or in supporting the instructional process?
- Is the current distribution and allocation of staff within the school consistent with the school vision and mission?

Working Relationships

- Are there efforts to include the professional association as a partner in change?
- Is there exploration at the district level of alternative forms of bargaining?
- Is there agreement to leave much of the restructuring program out of the negotiated agreement, subject to specified guidelines?
- Are there good-faith efforts to redefine the role of the professional association in a positive way?
- Are a variety of strategies being implemented to create collaborative working relationships throughout the organization?

agencies, legislatures, the federal government, and especially community members, parents, and students, to accept changes in the "deep structure" of schooling and in the goals of public education. There are many ways to get "there" from "here."

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Systemic reform is a broad concept that refers to policy coordination at the state level in areas such as standards, curriculum, assessment, and teacher education, which will in turn support and encourage school-level change. This resource list is divided into two sections. Groups in the first section address education reform policy issues, including coordination; groups in the second section emphasize restructuring at the local level.

I. Systemwide Policy Issues

Annenberg Institute for School Reform

Brown University
Box 1969
Providence, RI 02912
(401) 863–7990

Directed by Theodore Sizer, chair of the Coalition of Essential Schools, this new institute will promote the idea that all students should be expected to perform up to rigorous academic standards. It will issue an annual progress report on school reform and provide seminars, telecommunications products, and publications. The institute will form alliances with educators and kindred reform organizations. It will also track the progress of various reform initiatives and develop critiques, designs, and examples to accelerate these initiatives.

Center for Education Reform

1001 Connecticut Avenue NW
Suite 920
Washington, DC 20036
(202) 822–9000

This clearinghouse provides information on school choice, accountability, and general education reform. It maintains a database; publishes summary papers on school choice, charter schools, standards, and testing; and supports coalition-building efforts for school choice on the state and district levels.

Center for Leadership in School Reform (CLSR)

950 Breckenridge Lane, Suite 200
Louisville, KY 40207
(502) 895–1942

This nonprofit center, founded in 1988 by Phillip Schlechty, works to support systemic restructuring by developing partnerships with school districts to assist them in developing their capacity to support and sustain building-level change. CLSR advocates creating conditions in which schools are organized around students and the work they are expected to do, and, in addition, communities are organized to guarantee each child the support needed to be successful in school and in the community.

Center for Systemic School Reform (CSSR)

San Francisco State University
221 Burk Hall, 1600 Holloway Avenue
San Francisco, CA 94132
(415) 338–3059

This new organization, directed by Bill Honig, former state superintendent of California, will provide a link between public schools, state reform efforts, and reform networks focused on student performance and comprehensive, long-term changes in areas such as instruction, organization, assessment, accountability, team building, staff development, parent involvement methodologies, and the treatment of at-risk youngsters. CSSR has set three initial goals: (1) to identify and develop techniques to assist large numbers of schools in changing their instructional programs to meet new content and performance standards; (2) to train a core group of professionals to help public schools become world class; and (3) to refine the technology of assistance by providing full-service technical support to 250 public schools committed to becoming self-sustained, world-class institutions. CSSR will conduct research, hold conferences and seminars, interact with school reform leaders, and develop a resource center on successful reform programs and model curricula. Educators and administrators who would like to contribute papers, model curricula, or other information they have gained in their school reform efforts should send material to CSSR.

Center on Organization and Restructuring of Schools

University of Wisconsin
1025 West Johnson Street
Madison, WI 53706
(608) 263–7575

The Center on Organization and Restructuring of Schools, a research center funded by the U.S. Department of Education's Office of Educational Research and Improvement, studies how the organizational features of schools can be changed to increase the intellectual and social competence of students. The center's research and analysis is focused on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management, and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students. To be placed on the center's mailing list, contact Karen Prager, Dissemination Coordinator.

Consortium for Policy Research in Education (CPRE)

Carriage House at the Eagleton
Institute of Politics
Rutgers University
86 Clifton Avenue
New Brunswick, NJ 08901–1568
(908) 932–1331

CPRE, a research center funded by the U.S. Department of Education's Office of Educational Research and Improvement, unites researchers from Rutgers, Harvard, Stanford, the University of Michigan, and the University of Wisconsin at Madison to improve student learning through research on education policy and finance. CPRE examines state and local policies that promote high levels of learning for students from diverse social and economic backgrounds and that lead to greater coherence between state and local actions.

Council of Chief State School Officers (CCSSO)

One Massachusetts Avenue NW
Suite 700
Washington, DC 20001–1431
(202) 408–5505

The council sponsors the State Leadership Project, in which information on what the states are doing to pursue comprehensive changes in areas such as student learning, assessment, teacher training, finance, and governance is compiled and exchanged. CCSSO is also helping states reorganize their education departments in preparation for developing and implementing systemic reform plans under the GOALS 2000: Educate America Act.

Education Commission of the States (ECS)

707 17th Street, Suite 2700
Denver, CO 80202–3427
(303) 299–3600

ECS is a nationwide interstate compact formed in 1965 to help governors, state legislators, state education officials, and others develop policies to improve education at all levels. ECS conducts policy research, maintains an information clearinghouse, organizes forums, and provides technical assistance to leaders in 53 member states and territories. It supports systemic reform, which ECS defines as "the alignment of policy, practice, and people's roles and responsibilities within the education system and other interrelated systems to achieve a new vision of teaching and learning for all children."

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
(800) 438–8841

This clearinghouse, one of 16 sponsored by the U.S. Department of Education's ERIC program, abstracts and indexes journal articles and documents covering the leadership, management, and structure of public and private education organizations; school administrators and administration; organizational change; and education facilities management. The clearinghouse also prepares research syntheses, bibliographies, literature reviews, monographs, and books in these subject areas and maintains a listserv on the Internet for K–12 administrators.

Institute for Educational Leadership (IEL)

1001 Connecticut Avenue NW
Suite 310
Washington, DC 20036
(202) 822–8405

IEL is a nonprofit corporation that promotes the free exchange of ideas on complex issues in order to assist education professionals in making informed decisions and policies. It conducts impartial forums to link and inform education policymakers and operates programs to develop education leadership. IEL also offers access to policy analysis and expertise on critical education issues.

National Alliance for Restructuring Education

700 Eleventh Street NW
Suite 750
Washington, DC 20005
(202) 783–3668

This project of the National Center for Education and the Economy supports partnerships involving states, school districts, foundations, corporations, and nonprofit organizations committed to systemic change to improve learning for all children. The alliance provides funding, training, and technical assistance in five areas: standards and assessment, learning environments, community services and support, high-performance management, and public engagement.

National Center on Educational Outcomes for Students With Disabilities

University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
(612) 626–1530

This research center sponsored by the U.S. Department of Education's Office of Special Education and Rehabilitative Services collects and evaluates information on how state assessments and national standards affect students with disabilities and studies how alternative testing accommodations and adaptations can be made for these students. The center also works to build consensus among state directors, educators, and parents on what education outcomes are of importance to all students.

National Conference of State Legislatures (NCSL)

1560 Broadway, Suite 700
Denver, CO 80202
(303) 830–2200

This organization for state legislators and legislative staff provides research, training, development, and publications on a variety of policy areas, including education. NCSL helps policymakers keep up with education program developments in other states through meetings and publications such as *Reinventing Education* ($15), a new title in the Investing in People series.

National Education Goals Panel

1850 M Street NW, Suite 270
Washington, DC 20036
(202) 632–0952

The National Education Goals Panel, a bipartisan group of state governors, members of Congress, and administration officials, was created in 1990 and codified in the GOALS 2000: Educate America Act to build public support for the goals and to monitor the nation's progress. The National Education Goals Panel will also review voluntary standards submitted to the National

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Education Standards and Improvement Council. The panel prepares annual reports that summarize state and national statistical data related to each of the goals.

National Governors' Association (NGA)

444 North Capitol Street, Suite 267
Washington, DC 20001–1512
(202) 624–5320

NGA operates a Restructuring Schools Project to help states redesign their school systems by rethinking the role of teachers and administrators, changing accountability systems, and sponsoring or encouraging innovation. NGA's Education Policy Studies staff work closely with other education, political, and business groups, as well as policymakers, in every state to study education reform. NGA offers publications, conferences, and technical assistance to help states implement education reforms.

National Science Foundation (NSF)

Office of Systemic Reform
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306–1690

NSF sponsors the State Systemic Initiatives program, which promotes higher achievement in science, mathematics, engineering, and technology education through changes in the state education system in areas such as curricula, materials, technology, assessment, teacher preparation, and decision making. NSF also funds urban and rural systemic initiatives to coordinate efforts to improve science and mathematics education in elementary and secondary schools. The urban program focuses on K–12 education in the 25 American cities with the highest concentrations of low-income children; it provides assistance for changing policies, practices, and procedures over a 5-year period. The rural systemic initiatives program funds regional projects to remove barriers to systemic and sustainable improvements in science, mathematics, and technology education in low-income, rural areas.

New Standards Project

700 11th Street NW, Suite 750
Washington, DC 20001
(202) 783–3668

The New Standards Project is a joint program of the National Center on Education and the Economy in Rochester, New York, and the Learning Research and Development Center at the University of Pittsburgh. A group of states and local school districts that were designing and administering performance-based assessments have become partners in this effort to produce performance- and portfolio-based assessments linked with high national standards. The partners include the states of Arkansas, California, Colorado, Connecticut, Delaware, Florida, Iowa, Kentucky, Maine, Massachusetts, Missouri, New York, Oregon, Pennsylvania, South Carolina, Texas, Vermont, Virginia, and Washington and the school districts in Fort Worth, New York City, Pittsburgh, Rochester, San Diego, and White Plains.

Re:Learning

Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202–3427
(303) 299–3600

This partnership between the Education Commission of the States and the Coalition for Essential Schools is designed to improve student learning by redesigning states' education systems "from the schoolhouse to the statehouse." Re:Learning does not promote a specific model; instead, it provides a set of principles and processes for considering school and state reform. Participating schools agree to adopt the nine "Common Principles" developed by the Coalition of Essential Schools, while district and state leaders work on changes in administration, governance, and policy in order to stimulate and support school innovation.

II. School Restructuring Networks

Accelerated Schools Project

Stanford University
CERAS Building
Stanford, CA 94305–3084
(415) 725–1676

This project, developed by Henry Levin and colleagues at the Center for Education Research at Stanford, emphasizes the improvement of the academic performance of disadvantaged students by acceleration rather than remediation. It proposes to eliminate achievement gaps by changing curriculum, instruction, and school organization. The Accelerated Schools Project was piloted in elementary schools in California in 1986 and is now in operation in California, Connecticut, Illinois, Missouri, and other states.

Coalition of Essential Schools

Brown University
Box 1969
Providence, RI 02912
(401) 863–3384

Founded by Theodore Sizer in 1984, the Coalition of Essential Schools supports secondary schools, districts, and states in their efforts to focus on schools' primary purpose: to improve student learning. The coalition asks practitioners to work from a set of ideas—the nine "Common Principles"—to restructure their own schools based on the particular needs of their community. It publishes a newsletter, *Horace*, that covers activities under way at coalition schools.

League of Schools Reaching Out

Boston University
605 Commonwealth Avenue
Boston, MA 02215
(617) 353–3309

The League of Schools Reaching Out is a project of the Institute for Responsive Education, a nonprofit public-interest organization that promotes parent and

citizen involvement in education with a special emphasis on equity issues. It is an international network of approximately 90 schools with partnerships involving families and communities. IRE provides some schools with facilitators to help coordinate three key project components: a parent center, parent outreach workers, and teacher researcher teams.

National Center for Restructuring Education, Schools, and Teaching

Teachers College, Columbia University
Box 110
New York, NY 10027
(212) 678–3434

This membership organization is intended to connect individuals and organizations working to build learner-centered schools. It offers publications, conferences, workshops, and technical assistance. Linda Darling-Hammond and Ann Lieberman are the codirectors. Write or call for membership information and a publications list.

National Diffusion Network (NDN)

U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208–5645
(202) 219–2134

Supported by the U.S. Department of Education's Office of Educational Research and Improvement, the National Diffusion Network helps inform educators about highly effective education programs from other schools and districts. These programs are validated, or examined for proof of effectiveness, by a Program Effectiveness Panel. Program information is compiled in annual editions of a catalog called *Educational Programs That Work*. Facilitators are available in every state, the District of Columbia, and the U.S. territories to help local school districts identify programs that meet their needs and obtain the assistance needed to implement these programs successfully. Developers of successful programs are available to train teachers in the adopting schools.

National Network for Educational Renewal

University of Washington
College of Education
313 Miller Hall, Mailstop DQ12
Seattle, WA 98195
(206) 543–6162

This network is composed of school-university partnerships committed to the simultaneous renewal of schooling and the education of educators. John Goodlad's Center for Educational Renewal serves as the hub of the network. Approximately 25 colleges and universities, 100 school districts, and 250 partner schools in 14 states are linked to the National Network for Educational Renewal. The network emphasizes forming partnerships, strengthening liberal arts and professional curricula, and developing a system of rewards and incentives for faculty members.

New American Schools Development Corporation (NASDC)

1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209
(703) 908–9500

NASDC, a private, bipartisan, nonprofit organization headed by David Kearns, former Deputy Secretary of Education, was founded in 1991 by corporate and foundation leaders to support the design and creation of outstanding public schools. NASDC selected 11 design and development teams from a pool of nearly 700 proposals and now supports 9 teams in the implementation of their designs. Teams include ATLAS Communities, Audrey Cohen College, Community Learning Centers, Co-NECT Schools, Expeditionary Learning/Outward Bound, Los Angeles Learning Centers, Modern Red Schoolhouse, National Alliance for Restructuring Education, and Roots and Wings. The teams currently work with 140 schools in 19 states. Following refinement of their designs, they will aid other interested communities in adapting and implementing their prototypes for school reform. Contact NASDC for a brochure on the design teams.

School Development Program

Yale Child Study Center
230 South Frontage Road,
P.O. Box 3333
New Haven, CT 06510

This program, founded in 1968 by James Comer, is designed to improve the academic performance and school success of low-income minority students by building supportive bonds among children, parents, and school staff, and, thereby, promote a positive school climate. The Comer process emphasizes a no-fault atmosphere, collaborative working relationships, and decision making by consensus. Each school in this program establishes the following teams: a school planning and management team that includes parents, teachers, administrators, and support staff; a mental health team that addresses children's developmental needs; and a parent's group that strengthens the bond between home and school.

Success for All

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
(410) 516–0370

This program of the Center for Research on Effective Schooling for Disadvantaged Students emphasizes the restructuring of elementary schools and the reconfiguring of the uses of Chapter 1 and special education funds to emphasize prevention and early intervention rather than remediation. Under the direction of Robert Slavin, Success for All has expanded beyond Baltimore to about 85 schools in 19 states. Its principal features include reading tutors, direct instruction, and flexible grouping in reading, frequent assessment, enriched preschool and kindergarten programs, and family support teams.

Education Reform Reading List

The following titles cover a range of issues related to education reform, particularly at the systemwide level. Ordering information is included at the end of each entry. In addition, publications with an ED number have been abstracted and are included in the ERIC database. You may read them on microfiche at more than 3,000 locations worldwide or order microfiche or paper copies from the ERIC Document Reproduction Service at 1–800–443–ERIC (3742). For details, contact ACCESS ERIC at 1–800–LET–ERIC (538–3742).

"The Best Path to Systemic Educational Policy: Standard/Centralized or Differentiated/ Decentralized?"
William H. Clune, Fall 1993

This article in *Educational Evaluation and Policy Analysis* (Volume 15, Number 3, pp. 233–254) provides an alternative view of a centralized strategy of mandatory curriculum frameworks, high-stakes student assessments, and coordinated teacher training. The author proposes instead a "practical, change-oriented system built from the bottom up" involving local choice of curricula consistent with the various curriculum networks, as well as capacity building through technical assistance and professional development. Check your library or order a reprint from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106–1346; 1–800–521–0600, extension 2786.

"Beyond Common Sense in Educational Restructuring: The Issues of Content and Linkage"
Fred M. Newmann, March 1993

This article in *Educational Researcher* (Volume 22, Number 2, pp. 4–13, 22) describes an agenda of content for teacher commitment and competence, based on such factors as depth of understanding, success for all students, new teacher roles, and the concept of schools as moral communities. Problems related to organizational change, standards, local empowerment, funding, and social capital are addressed. Check your library or order a reprint from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106–1346; 1–800–521–0600, extension 2786.

Bringing Coherence to State Policy: Restructuring the Education System
Education Commission of the States, 1992; ED 350 675

This report (SI–92–4) suggests that the key to major improvement of the education system lies in redefining the policy area that should drive reform in a given state and linking other policy areas to that effort. It outlines and gives examples of state progress in the areas of standards and curriculum, assessment and accountability, governance, professional development, higher education, finance, cross-agency collaboration, and diversity/choice options. $4 plus $2.50 postage and handling; discount for bulk quantities. Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202–3427; (303) 299–3600.

Designing Coherent Education Policy: Improving the System
Susan H. Fuhrman, editor, 1993; ED 359 626

This 310-page book provides an indepth look at systemic school reform and offers ideas on how educators at the district, state, and federal levels can coordinate the various elements of policy infrastructure around a new set of ambitious, common goals for student achievement. $32.95. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104; (415) 433–1767.

Educational Programs That Work
National Diffusion Network, 1993

This annual catalog describes nearly 200 exemplary education programs on the elementary, secondary, and higher education levels. These programs have been validated by a Program Effectiveness Panel affiliated with the U.S. Department of Education's National Diffusion Network (NDN). Validation is based on convincing evidence that the programs caused academic gains superior to those from standard school procedures. Each edition includes contact information for state NDN facilitators. $11.95 plus $3 shipping and handling for first copy; add $1 for each additional copy. Sopris West Incorporated, 1140 Boston Avenue, Longmont, CO 80501; (303) 651–2829.

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From Risk To Renewal
Editors of *Education Week*, 1993

This 300-page paperback addresses the major questions that confront U.S. educators and policymakers in the areas of school reorganization, student standards, accountability, teacher development, school finance, and education change. $12.95 per copy; discount for bulk quantities. Editorial Projects in Education, Inc., 4301 Connecticut Avenue NW, Suite 432, Washington, DC 20008; (202) 686–0800.

The Governance of Curriculum
Richard F. Elmore and Susan H. Fuhrman, editors, 1994

In this yearbook, 11 scholars address federal, state, and district roles in the development and implementation of standards and curriculum. The three-part book covers national and state policy development, state curriculum reforms, and district and school roles in reform. $19.95 plus $2.50 postage and handling. Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314–1403; (703) 549–9110.

Introduction to Systemic Education Reform: Restructuring the Education System
Education Commission of the States, 1992; ED 350 677

This bulletin (SI–92–1) describes the coherent policy environment necessary for comprehensive education reform to occur and suggests policies for states to support in the areas of new academic standards, curriculum and assessment alignment, professional development, accountability, and interagency cooperation. $3 plus $2.50 postage and handling; quantity discounts. Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202–3427; (303) 299–3600.

Issues and Strategies in Systemic Reform
Susan H. Fuhrman and Diane Massell, 1992; ED 356 528

This paper highlights issues and strategies associated with systemic reform, which pairs ambitious, coordinated state policies with professional discretion at the school site. It covers such topics as building political support for systemic reform, involving the public and school personnel in reform, and examining the equity implications and financing of systemic reform strategies. $10. Consortium for Policy Research in Education, Carriage House at the Eagleton Institute of Politics, Rutgers University, 86 Clifton Avenue, New Brunswick, NJ 08901–1568; (908) 932–1331.

Overcoming Barriers to Educational Restructuring: A Call for System Literacy
Grady McGonagill, 1993; ED 357 512

This paper (Stock No. 21–00397) promotes "system *literacy*," or a deep understanding of how organizations function, as a useful approach to creating support strategies for restructuring. Without system literacy, systemic reform may lack a sense of urgency in school systems, in addition to lacking a strong partnership of support, a strategic direction, and innovative methods. $2.50 plus $3.50 shipping and handling; bulk rates available. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209; (703) 875–0730.

Putting the Pieces Together: Systemic School Reform
Consortium for Policy Research in Education, 1991; ED 343 215

This policy brief summarizes Marshall S. Smith's and Jennifer O'Day's analytic essay, "Systemic School Reform," which discusses research on the effectiveness of current education policies and policy system development in a number of states. The essay proposes a strategy for systemic reform that would combine both top-down and bottom-up approaches and feature a unifying vision and goals, coherent instructional guidance, and restructured governance. Free. Consortium for Policy Research in Education, Carriage House at the Eagleton Institute of Politics, Rutgers University, 86 Clifton Avenue, New Brunswick, NJ 08901–1568; (908) 932–1331.

Reinventing Our Schools
Phi Delta Kappa and the Association for Instructional Technology, 1993

This staff development videotape provides six 30-minute interviews with education reform leaders, including James Comer, M.D., professor of child psychiatry at the Yale Child Study Center; Linda Darling-Hammond, professor at the Columbia University Teachers College and codirector of the National Center for Restructuring Education, Schools, and Teaching; Howard Gardner, director of Project Zero at the Harvard Graduate School of Education; Ann Lieberman, professor at the Columbia University Teachers College, and codirector of the National Center for Restructuring Education, Schools, and Teaching; Phillip Schlechty, president of the Center for Leadership in School Reform; and Ted Sizer, chairman of the Brown University Department of Education and founder of the Coalition of Essential Schools. $495 plus $10 processing. Center for Professional Development, Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402–0789; 1–800–766–1156.

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Education Reform Reading List (continued)

Roadmap to Restructuring
David T. Conley, 1993; ED 359 593

This 432-page handbook provides a synthesis of research and practical knowledge on change and transformation in schools. It covers the historical background of and reasons for education restructuring; the roles of federal and state governments, school districts, parents, and the community; 12 dimensions of restructuring, ranging from curriculum and learner outcomes to personnel issues and school governance; and the process of restructuring. $19.95. ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403–5207; 1–800–438–8841.

School Change Models and Processes: A Review and Synthesis of Research and Practice
Marshall Sashkin and John Egermeier, 1993; ED 351 757

This booklet describes three dominant perspectives on education change: the rational-scientific perspective that posits that change is created by disseminating innovative techniques; the political or "top-down" perspective in which change is generated from legislation and other external directives; and the cultural or "bottom-up" perspective that creates change by encouraging value changes within organizations. It investigates strategies used for school change, including fixing the parts (curricula, teaching methods), fixing the people, fixing the schools, and fixing the system. Single copies free. Education Information Branch, Office of Educational Research and Improvement, 555 New Jersey Avenue NW, Washington, DC 20208–5720; 1–800–424–1616.

Schools of Thought: How the Politics of Literacy Shape Thinking in the Classroom
Rexford G. Brown, 1991; ED 331 151

This book is focused on the new, higher literacy, which goes beyond the requirements of a high school diploma and includes capacities once demanded only of a college-bound elite. Chapters discuss a "literacy of thoughtfulness" in relation to education in rural America and the South, on an Indian reservation, in an urban school district, and at state and district policy levels. $24.95. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104; (415) 433–1767.

Standard Setting As Educational Reform: Trends and Issues Paper No. 8
Gary Sykes and Peter Plastrik, 1993; ED 358 068

This paper examines the role of standard setting in three models of education reform—the systemic reform model, the professional model, and the reform network model. It was prepared to stimulate discussion within the National Council for Accreditation of Teacher Education (NCATE) community, states, and other reform agencies. $17.50. ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036–1186; 1–800–822–9229.

The State's Role in Effecting Systemic Change: A Northwest Depiction
Rex W. Hagans and others, 1992; ED 354 631

This program report describes five key dimensions for analyzing initiatives resulting in systemic change: infusiveness, pervasiveness, potency, coherence, and sustainability. It analyzes two strategies that exemplify effective systemic change—a school improvement and professional development bill in Oregon and an early childhood education and assistance program in Washington. $12.30. Northwest Regional Educational Laboratory, 101 Southwest Main Street, Suite 500, Portland, OR 97204; (503) 275–9500.

Statewide Restructuring of Education: A Handbook for Business
Robert M. Palaich and others, 1990; ED 346 594

This 24-page handbook (S1–90–8) offers practical information for business people who want to support fundamental, collaborative education change. It discusses ineffective approaches and outlines effective strategies for business involvement to ensure that all children learn. $5 plus $2.50 handling. Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202–3427; (303) 299–3600.

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Systemic Education Reform
James Thompson, 1994

This ERIC Digest (No. EDO–EA–94–5) introduces themes from systemic education reform and explores the implications for principals, superintendents, and school board members. $3. ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403; 1–800–438–8841.

"Systemic Reform and Educational Opportunity"
Jennifer A. O'Day and Marshall S. Smith, 1993; ED 359 626

This essay in *Designing Coherent Education Policy: Improving the System*, edited by Susan H. Fuhrman, advocates a systemic state approach in conjunction with greater professional responsibility on the local level in order to provide challenging content to all children. It explains how a coherent, coordinated approach can better serve less advantaged children than school-by-school restructuring. $32.95. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104; (415) 433–1767.

"Systemic School Reform"
Marshall S. Smith and Jennifer A. O'Day, 1991

This ground-breaking essay in *The Politics of Curriculum and Testing*, edited by Susan Fuhrman and Betty Malen, outlines a design for a systemic state structure that supports school-site efforts to improve classroom instruction and learning. Key components of the design are unifying vision and goals, a coherent instructional guidance system, and a restructured governance system. $25.50. Falmer Press, 1900 Frost Road, Suite 101, Bristol, PA 19007–1598; (215) 785–5800. [A reprint of the chapter alone is available for $4.50 from CPRE, Carriage House at the Eagleton Institute of Politics, Rutgers University, 86 Clifton Avenue, New Brunswick, NJ 08901–1568; (908) 932–1331.]

Ten Years of State Education Reform, 1983–1993: Overview with Four Case Studies
Diane Massell and Susan Fuhrman, 1994; ED 366 095

This 171-page report examines the state of education reform and policymaking over the past 10 years, following publication of the landmark report, *A Nation at Risk*, in 1983. It examines the players involved, the capacity of the system to undertake reform, and the major instruments of reform, with case histories of activity in California, Florida, Georgia, and Minnesota. Recent trends in content-based reform, professional development, and assessment are explored. $15. CPRE, Carriage House at the Eagleton Institute of Politics, Rutgers University, 86 Clifton Avenue, New Brunswick, NJ 08901–1568; (908) 932–1331.

Transforming Education: Overcoming Barriers
Jane L. David and Paul D. Goren, 1993

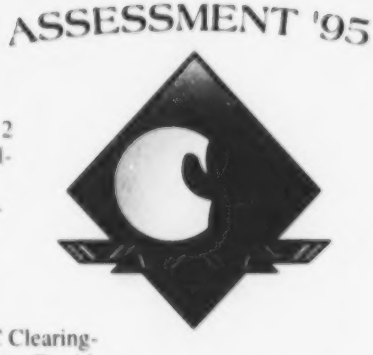
This report examines efforts to restructure education and ways to counteract five barriers to school reform: lack of clear direction, weak incentives for change, regulatory and compliance mentality, limited learning opportunities for educators, and poor communication. $15 plus $4.50 shipping. National Governors' Association Publications, P.O. Box 421, Annapolis Junction, MD 20701; (301) 498–3738.

When School Restructuring Meets Systemic Curriculum Reform
Fred M. Newmann and William H. Clune, 1992; ED 348 711

This brief for policymakers explores two education improvement initiatives—school restructuring, which focuses on process in schools; and curriculum reform, which concentrates more directly on content. School restructuring is viewed as a means to build a teaching/learning environment that will support a high-quality curriculum. Free. Center on Organization and Restructuring of Schools, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706; (608) 263–7575.

News From the ERIC System

ERIC Clearinghouses To Collaborate on ASSESSMENT '95 Conference



In response to high levels of interest in new strategies and tools to assess K–12 student learning and development, the Association for Assessment in Counseling and the ERIC Clearinghouse on Counseling and Student Services will offer a national training conference for mental health professionals. ASSESSMENT '95 will be held in sunny Tucson, Arizona, from January 13 to 15, 1995. Pre- and postsession training clinics will be held on January 12, 13, and 16.

Among the outstanding speakers will be Dr. Lilian Katz, director of the ERIC Clearinghouse on Elementary and Early Childhood Education, as well as James Popham, David Campbell, Roy Forbes, Nancy Cole, John Fremer, Alan Kaufman, Thomas Satterfield, Norman Gysbers, and James Ysseldyke. The ERIC Clearinghouse on Assessment and Evaluation and the ERIC Clearinghouse on Disabilities and Gifted Education are 2 of the 14 professional organizations sponsoring this event.

Attendees may earn 22 contact hours of continuing education credit plus workshop and graduate course credit at this practitioner-oriented conference. Extensive take-home resources will be provided. Early registration, available through November 10, is $195. Advance registration (by December 20) is $225. After December 20, the registration fee is $250. Pre- and postconference training sessions are $75 (half day) and $125 (full day). Call 1–800–414–9769 or fax (910) 334–4116 for a flyer and further information.

Smithsonian Honors AskERIC

AskERIC, ERIC's online question-answering service for teachers and parents, recently was recognized by the Smithsonian Institution as part of the *Computerworld* Smithsonian Awards for 1994. AskERIC was honored for "being the key that unlocks the Internet door, answering e-mail queries personally, and helping teachers access a wealth of current educational information."

Why not try it yourself? Send your education question by e-mail to askeric@ericir.syr.edu, and you will receive a customized response within 48 hours. AskERIC staff draw on resources from the ERIC system and from the Internet to respond to information requests.

Research syntheses prepared by the ERIC Clearinghouses, as well as lesson plans, Internet guides, database searches, and answers to frequently asked questions about all aspects of education are available through the AskERIC Gopher at ericir.syr.edu. In the coming months, the AskERIC Gopher will also be the site of an experiment to make the full text of selected ERIC database documents available online. AskERIC is sponsored by the ERIC Clearinghouse on Information & Technology at Syracuse University.

National Parent Information Network Aids Families Through the Internet

Many parents have fewer family members close by these days to ask for advice on finding a preschool, working with their child's teachers, or helping their shy child make friends. They need high-quality information from reliable sources, information that is now available on the "information superhighway" through the National Parent Information Network (NPIN). NPIN offers extensive, practical resources on the development, care, and education of children. Materials come from a variety of sources, including the National PTA, the National Urban League, and the Center for Early Adolescence, as well as the ERIC Clearinghouse on Elementary and Early Childhood Education and the ERIC Clearinghouse on Urban Education, which are partners in building NPIN.

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News From the ERIC System

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NPIN is currently located on Prairienet, the East Central Illinois Freenet (gopher to gopher.prairienet.org). A Mosaic interface to NPIN is under development. Thanks to a major equipment grant from Apple Computer, Inc., NPIN will soon be housed on a World-Wide Web server on the Internet that is specifically devoted to child development, care, and education, and to the parenting of children from birth through early adolescence. The Apple equipment grant also will be used to support discussion groups, forums, and PARENTS AskERIC.

NPIN will be a valuable resource for parents and individuals who work with parents and families in schools and libraries, parent centers, social service agencies, health clinics, parenting programs, and professional groups. The ERIC Clearinghouses on Urban Education and on Elementary and Early Childhood Education are also working with low-income parents and members of minority groups to encourage and support them in becoming full participants in electronic networking. For more information, call 1–800–583–4135 or send e-mail to ericeece@ux1.cso.uiuc.edu.

Free ERIC Training Materials Available

Find out more about the ERIC database and clearinghouses by calling 1–800–LET–ERIC to request two free publications, *A Pocket Guide to ERIC* and *All About ERIC*. The *Pocket Guide* is an 18-page pamphlet that offers an overview of ERIC products and services and contact information for the ERIC Clearinghouses, support components, online and CD-ROM vendors, and reprint services.

All About ERIC has been redesigned to include sections for new users and for staff of libraries and resource centers interested in providing access to ERIC. The new *All About ERIC* offers basic tips for searching the database, as well as a reproducible search worksheet and handout for education students called "ERIC Tips for Teachers in Training." The publication also describes how individuals can contribute to the database and how organizations can start their own ERIC collections.

Call today to receive your copies of *A Pocket Guide to ERIC* and *All About ERIC*. Bulk copies are available for training.

Clearinghouses Operate Toll-Free Numbers

The subject-specialty ERIC Clearinghouses now maintain toll-free telephone lines to better serve you. The ERIC Clearinghouses:

- acquire and process education literature for the ERIC database;
- answer questions and make referrals;
- offer search strategy consultation;
- develop and distribute free and low-cost publications;
- provide workshops and presentations; and
- work with related organizations.

Use the ERIC Directory located on the inside back cover to call a clearinghouse today!

ERIC New Titles in Education

Below is a sampling of the new publications available from the ERIC system. To order, use the ERIC Directory on the inside back cover to locate the relevant component's mailing address, phone number, or e-mail address.

1995 ERIC Calendar of Education-Related Conferences
Laurie E. Gronlund and Edward Pearce, editors, 1994

Includes information on more than 525 international, national, and regional education conferences as well as subject, sponsor, geographic, and ERIC participation indexes. $20 from ACCESS ERIC.

Classroom Assessment: Key to Reform in Secondary Science Education
Joseph L. Accongig and Rodney L. Doran, 1993, S–512

Focuses on improving assessment techniques used to measure and evaluate the outcomes of science instruction. Includes sample assessment items. $14.90 from Science, Mathematics, and Environmental Education.

Connect! How To Get Your Kids To Talk to You
Carl B. Smith with Susan Moke and Marjorie R. Simic, 1994, AG49

Offers strategies to bring families closer and help parents support a child's academic and emotional development. $14.95 from Reading, English, and Communication.

Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases
Gerald P. Long, 1994

Provides lessons on constitutional principles, particularly the balance between individual rights and government power, for use in U.S. history and government courses. $10 plus $2 shipping from Social Studies/Social Science Education.

Distinctions Between Self-Esteem and Narcissism: Implications for Practice
Lilian G. Katz, 1993, Cat. #212

Suggests a rethinking of current strategies to foster children's self-esteem in order to focus on what really creates a sense of self-worth. $10 from Elementary and Early Childhood Education.

Doing Our Homework: How Schools Can Engage Hispanic Communities
Andrea Burmúdez, 1994

Provides educators with research-based guidance on how to involve Mexican American and other Hispanic parents in the schools. Discusses parent-teacher training, model partnerships, and collaborations with higher education institutions. $12 from Rural Education and Small Schools.

An Educator's Guide to Electronic Networking: Creating Virtual Communities
Barbara Kurshan and Marcia Harrington, revised and updated by Peter Milbury, 1994

Provides teachers and administrators with an introduction to the Internet, a comparison of 28 commercial and noncommercial network service providers, and a glossary of more than 200 networking terms. $10 plus $2 shipping from Information & Technology.

Focus Schools: A Genre To Consider
Mary Anne Raywid, 1994, UDS #106

Explores how special-purpose magnet schools can promote student achievement, particularly among disadvantaged youth. $10 from Urban Education.

Native Language Literacy Instruction for Adults: Patterns, Issues and Promises
National Clearinghouse on Literacy Education, 1994

Examines the practice of adult bilingual education, specifically literacy instruction, in the United States. Provides program profiles and rationales and suggests research directions. First in the series, *Issues in ESL Literacy Education*. $4 from ESL Literacy Education.

Performance Assessment and Students with Disabilities Minilibrary
Various authors, 1994, P5062

Includes *Connecting Performance Assessment to Instruction* by Lynn S. Fuchs, *Creating Meaningful Performance Assessments: Fundamental Concepts* by Stephen N. Elliott, *National and State Perspectives on Performance Assessment and Students with Disabilities* by Martha Thurlow, and *Performance Assessments with Students with Disabilities: Usage in Outcomes-Based Accountability Systems* by Margaret J. McLaughlin and Sandra Hopfengardner Warren. $32 for set ($8.90 per title) from Disabilities and Gifted Education.

Planning for Effective Staff Development: Six Research-Based Models
Meredith D. Gall and Roseanne O'Brien Vojtek, 1994

Provides a convenient framework for selecting the objectives, models, and design features of a staff development program. $6.95 from Educational Management.

"A Practical Guide To Conducting Customized Work Force Training," ***New Directions for Community Colleges***
Sherrie L. Kantor, editor, 1994

Explores delivery of customized contract training to the work forces of U.S. businesses and industry by community colleges. $16.95 from Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104–1310; (415) 433–1740.

Reform in Student Affairs: A Critique of Student Development
Paul A. Bloland, Louis C. Stamatakos, and Russell R. Rogers, 1994

Emphasizes the need for developing the whole student and the importance of making student learning a central focus of student affairs. $16.95 plus shipping from Counseling and Student Services.

Selected Contemporary Work Force Reports: A Synthesis and Critique
James Weber, 1993, IN354

Compares recommendations about work force preparation and performance standards/measures in *America 2000*, *Investing in People*, *America's Choice*, and *What Work Requires of Schools* and contrasts them with Total Quality Management. Makes recommendations for a unified national policy on work force education and training. $6 plus $3.50 handling from Adult, Career, and Vocational Education.

Quality: Transforming Postsecondary Education
Ellen Earle Chaffee and Lawrence A. Sher, 1992, ASHE–ERIC Report 92–3

Discusses Total Quality Management ideas, including "design quality," "output quality," and "process quality" and examines methods of defining institutional quality and improving technical and administrative systems. $17 plus $2.50 for shipping from Higher Education.

ERIC Directory

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Disabilities and Gifted Education
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Eugene, OR 97403–5207
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Internet: ppiele@oregon.uoregon.edu

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AskERIC (Internet-based question-answering service): askeric@ericir.syr.edu

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